

## **Ormiston Endeavour Academy**

# **Curriculum Response and Recovery Plan**

**Date September 2020**

**Version 3**

**Responding to the impact of Covid-19 and providing highly effective recovery initiatives to meet the needs of all students.**



## Catch up Funding

### Background to 2020-21 Funding

An extra £650m funding to help pupils catch up on teaching missed during the coronavirus.

The funding is part of a £1bn “massive catch-up operation” for schools. Of the £1bn, £350m will subsidise a nationwide tutoring programme to help pupils most at need.

Ormiston Endeavour Academy, Ipswich.		
Total number of students on roll	<b>522</b>	11/09/2020
Total number of disadvantaged students	<b>221</b>	
Total number of new disadvantaged students as of September 2020	<b>43</b>	Year 7 Only
Total females (disadvantaged)	<b>119</b>	
Total males (disadvantaged)	<b>102</b>	
Total HAL (HAL disadvantaged)	<b>38</b>	Year 8-11 KS2
Total MAT (MAT disadvantaged)	<b>86</b>	Year 8-11 KS2
Total LAT (LAT disadvantaged)	<b>47</b>	Year 8-11 KS2
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	<b>41</b>	
Total EAL (EAL disadvantaged)	<b>25</b>	

Our model is based on best practice and evidence of what works and takes account of the work academies are already doing through the EEF ‘tiered approach’.

TEACHING AND LEARNING COMES FIRST – but we need to recognise that students need support, some more than others which is why our plan encompasses the emotional and physical wellbeing of our students in addition to the intellectual.

	Year 7	Year 8	Year 9	Year 10	Year 11	(All)
Cohort Size	122	123	81	86	110	522
Number of PP	44	51	41	39	39	214
% PP	36.07%	41.46%	50.62%	45.35%	35.45%	41.00%
Females (dis)	26	31	21	19	22	119
Males (dis)	17	27	20	21	17	102
HAL (dis)	n/a	16	6	9	7	38
MAT (dis)	n/a	29	20	18	19	86
LAT (dis)	n/a	9	14	13	11	47
SEND EHCP/ K (dis)	8	13	5	12	3	41
EAL (dis)	5	6	4	7	3	25

## Impact of School Closure

### Learning and Progress

#### Year 10

	Number (%) engaged in meaningful learning during school closure	Disadvantaged engaged in meaningful learning during school closure	Non-disadvantaged engaged in meaningful learning during school closure
Total	86 (79%)	29	57
Females	43 (75%)	15	28
Males	43 (83%)	14	29
HAL	28 (78%)	4	24
MAT	37 (76%)	14	23
LAT	17 (85%)	9	8
SEND EHCP	4 (80%)	1	3
SEND K	2 (67%)	1	1
EAL	7 (88%)	3	4

- Disadvantaged EAL students are the group whose learning has been most effected by school closure
- SEND K students, specifically those who are disadvantaged have not engaged in meaningful learning during school closure
- Low ability students are the ability group whose learning has been most effected by school closure.
- 41% of disadvantaged students in year 10 have not engaged meaningfully in learning and as result the gap between disadvantaged and non-disadvantaged students in year has widened

- There are 5 disadvantaged HAL students who have not engaged in effective home or face to face learning

### Year 9

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	35 (41%)	11	24
Females	17 (43%)	7	10
Males	18 (39%)	4	14
HAL	15 (52%)	3	12
MAT	11 (35%)	5	6
LAT	7 (32%)	3	4
SEND EHCP/ K	4 (25%)	3	1
EAL	8 (57%)	3	5

### Year 8

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	25 (32%)	6	19
Females	12 (33%)	4	8
Males	13 (31%)	2	11
HAL	9 (45%)	0	9
MAT	11 (31%)	4	7
LAT	4 (20%)	2	2
SEND EHCP/ K	4 (50%)	2	2
EAL	2 (25%)	0	2

### Year 7

	Number (%) engaged in home learning	Disadvantaged	Non-disadvantaged
Total	58 (47%)	18	40
Females	26 (47%)	13	13
Males	32 (47%)	5	27
HAL	19 (51%)	6	13
MAT	33 (52%)	10	23
LAT	5 (29%)	1	4
SEND EHCP/ K	5 (24%)	2	3
EAL	7 (41%)	1	6

## Impact of School Closure

### Student Mental Health and Wellbeing

Vulnerabilities outside of Academic Recovery to consider:

Vulnerability across academy, for example:	Scale of Concern 10 – 1 (10 being the highest)
Bereavement	3 – in relation to the national picture, loss due to COVID has been relatively low. Several students have lost grandparents. There has been no direct parental or child loss for staff or students.
Engagement	7 – There has definite gap building between disadvantaged and non-disadvantaged students in terms of engagement. Some of these children ‘fell through the gap’ in terms of accessing key worker or vulnerable provision as they did not officially have social workers. However, the academy maintained at least weekly contact with all students and parents and engaged and barriers to learning were challenged. The next phase will be ensuring all students return to school full-time and that risk assessments are drawn up for those that are struggling. The main concern is lack of routine at home for many and the changes to routine in school - getting used to the ‘new normal’.
Family and Relationship Issues	7 – Due to context and setting of the academy there have been a large number of CPOMS referrals during lockdown. This has resulted in socially distanced home visits being necessary to explore. There have been referrals to LA - no further action was taken on these. Struggles financially impacted on a large number of students and families. Staff worked on a food delivery service to support. Digital divide caused issues as school ran out of resources to support and Government laptops did not arrive in time. This meant many students had to access paper copies of work which had to be delivered. This was not

	always supported by parents.
Self Harm	1 – one students reported self-harm during lock-down. Other regular self-harmers reported less due to less pressure on social media.
Suicidal thought	2 – one student has an ongoing suicidal ideation which was further impacted by COVID.
Sex and Relationship Concerns	4 – absence of daily communication with our vulnerable young women, has led to an increase in concern regarding attitudes to sex and relationships and growing concerns about online relationships.
Other Safeguarding / Mental Health Vulnerabilities	7 - Concerns regarding re-integration of anxious students who were struggling pre-covid. Anxiety related to work performance for those students who have not kept up with studies over lockdown.

## Analysis of lost teaching time



Subject	Lost teaching hours
English	52
Mathematics	52
Science	52
Option 1	35
Option 2	35
Option 3	35
Option 4	35
PSHE	9
RE	

## Measured by year group and subject

Since schools closed in March, students have lost a considerable amount of learning time. The analysis of lost teaching time will support the preparation of an effective catch up plan.

### Year 10

### Year 9

Subject	Lost teaching hours
English	52
Mathematics	52
Science	52
Option 1	35
Option 2	35
Option 3	35
Option 4	35
PSHE	9
Reading	

### Year 8

Subject	Lost teaching hours
English	52
Mathematics	52
Science	52
Geography	17
History	17
RE	
Languages	35
ICT	17
PE	17
Dance	
Drama	17
Music	17
Technology	17
Art	17
PSHE	9

### Year 7

Subject	Lost teaching hours
English	52
Mathematics	52
Science	52
Geography	17
History	17
RE	
Languages	35
ICT	17
PE	17
Dance	
Drama	17

Music	17
Technology	17
Art	17
PSHE	17
Reading	4

## What does the research tell us?

- A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020a). Therefore, students who have engaged effectively in home learning are less of a risk
- Sutton Trust, 2020; Institute for Fiscal Studies, 2020) suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home
- Cooper et al (1996) estimated that reading and language is most effected by school closure, “on average, summer vacations created a gap of about 3 months between middle- and lower-class students”
- Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.
- It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Approaches that could help pupils catch up include:
  - Targeted support
  - Professional development for teachers
  - Ensure high levels of student attendance

## Desired outcomes

Based on the analysis, the academy plan to use the catch up funding to achieve the following outcomes:

<b>Outcome 1</b>	<b>Ensure all Year 11 make progress in line with their peers nationally and so close the gaps identified through lockdown.</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Basics at least in line with National figures</li> <li>• Progress at least in line with National figures</li> <li>• All students make progress from their starting points identified in September.</li> <li>• Schemes of learning are adapted to meet the needs of the new examination expectations outlined by OFQUAL</li> <li>• Middle Leaders have completed training courses provided by exam boards on Summer 2021 examinations so that all departments are ready and communicating the correct ideas.</li> <li>• NGRT literacy tests completed so that reading intervention can be put into place from as early as possible.</li> </ul>
<b>Outcome 2</b>	<b>All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• All Schemes of Learning respond effectively to the curriculum deficit from year 6 providing a high level of continuity and coherency due to early assessment and intervention.</li> <li>• Year 7 students' learning progresses rapidly because of the intense focus on building for progression</li> <li>• Year 7 students display high levels of confidence, enthusiasm and motivation</li> <li>• Interventions are coherently planned to underpin the skills and knowledge required to access the full curriculum and support identified students in making rapid gains in the areas of reading and numeracy</li> <li>• Data from the CAT4/ Subject tests are used appropriately to plan for interventions.</li> </ul>
<b>Outcome 3</b>	<b>Plan and implement short, medium and long term catch up curriculum plans where a need has been identified.</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• During the course of the academic year, students revisit, retrieve and have retaught element of learning which were delivered in lockdown or were not covered due to lockdown.</li> <li>• Successful implementation of TA's for intervention plus staffing allocation means that students gain appropriate intervention during period 5.</li> <li>• Staff deployed effectively during period 5 to work with a group of students with a specific focus.</li> <li>• Students meet their targets.</li> <li>• Schemes of learning and long term plans reflect the knowledge. Skills gap</li> </ul>

	and the measures in place to rectify this.
<b>Outcome 4</b>	<b>All students makes rapid progress in their literacy so that they are making progress by Summer 2021</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Students read fluently, confidently and accurately</li> <li>• Students reading levels are at an age appropriate level by summer 2021</li> <li>• Reading interventions are highly impactful for identified students and they make rapid progress</li> <li>• Students oracy within lessons is improving</li> <li>• NGRT tests show an improvement in reading ages.</li> </ul>
<b>Outcome 5</b>	<b>CPD programme ensures quality first teaching across the academy</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Focus on recall and retrieval.</li> <li>• Knowledge organisers for KS4 in place, shared with students and used in lessons.</li> <li>• Challenge for all students is evident in all lessons across the academy</li> <li>• CPL is available to all staff based upon personalised feedback and appraisals.</li> </ul>
<b>Outcome 6</b>	<b>Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Attendance for the whole school is at least in line with national figures by January 2021</li> <li>• PA figures are below national figures</li> <li>• Attendance for disadvantaged students is as high as their peers</li> </ul>
<b>Outcome 7</b>	<b>Students' demonstrate positive mental health and wellbeing and exceptional personal and social development</b>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• The academy environment is one of enjoyment, engagement and confidence</li> <li>• Curriculum is coherently planned to support the rapid development of students personal skills and attributes</li> <li>• Students and staff help and support one another</li> <li>• Interventions and support programmes are highly effective at building students resilience, self-esteem and self-belief</li> <li>• Use of external providers such as 4YP and Chaplains to support staff and students mental health</li> </ul>

## Spend Plan 2020-21

At a glance

£80 x 523 = £41,840

	Planned expenditure	Cost	Person Responsible
Outcome 1	Access to examination board courses on changes to specifications ( Geography, AQA Eng Lit, History, 3D Design, Languages)	Approx. £250 * 5= £1250	CLU
	NGRT Literacy- GL Assessments	OAT	SPS
	NGRT PASS Assessment	Paid	SPS
	Intervention support staff	£5000	SPS/LDT
	<b>Saturday morning programme</b> <ul style="list-style-type: none"> <li>- Pay for teachers @ £20 p/ hr x 2 + prep = £50 x 19 weeks ( Oct half-term to Easter) = £950 *2 = £1900</li> <li>- Pay for site staff to open and close the academy</li> <li>- Resource costs</li> </ul>	£3500	
	Departmental bids for resources to support remote or catch up learning		
Outcome 2			
Outcome 3	Targeted interventions (Teacher additional sessions, online learning, resources, graduate mentors, NTP based on the identified need)	£17000	SPS
Outcome 4	2X NGRT assessments for Years 8,9,10 and 1 for Year 11	Paid	SPS
Outcome 5			
Outcome 6	Use of EWO to support with a higher volume than usual of PA	2000	KMW
Outcome 7	School chaplain	£6,000	
	4YP Counsellor	£7,790	
	MHST Pilot school	Nil	
	Mental Health ambassadors	£1000	
<b>Total</b>		41,540	







## Outcome 1

Ensure all Year 11 make progress in line with their peers nationally and so close the gaps identified post lockdown.

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<b>Target 4, 5 and 9 lists drawn up and shared with Middle Leaders</b>	SPS/ September 2020	N/A	- Increased awareness of who are focus students are for Summer 2021.			
<b>Interventions in place, planned at a whole school level, delivered departmentally so that focus students can achieve.</b>	MLT/ October 2020	Saturday school and resources	- Identified students make progress in line with their targets			
<b>'9 Club' set up and run in conjunction with JCR</b>	JCR/ September 2020	Resources	- Students with target grades of 8/9 meet their potential in the exams.			
<b>Middle leaders to review schemes of learning</b>	September 2020	Time allocation	- Schemes of learning take into account changes by OFQUAL and bridging curriculum.			
<b>Middle Leaders to have attended examination board courses on changes</b>	December 2020	6*£250	- Middle Leaders are confident in the expectations of the Summer 2021 examinations.			
<b>NGRT tests completed for all years and repeated at the end of the year.</b>	September and July	Free (OAT)	- Identification of students with lower than average reading ages so that interventions can be put into place inside the classroom and outside via reading and Lexia. - By the end of the year all students will have made more than a years' progress if they were below the average reading age.			

<b>Mentors in place for under-performing students</b>	SPS/ October	None	<ul style="list-style-type: none"> <li>- Students meet regularly with a mentor where an action plan is in place.</li> <li>- Effective learning strategies are in place.</li> </ul>			

<b>Outcome 2: All Year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects .</b>						
<b>Actions</b>	<b>Who/ When</b>	<b>Cost</b>	<b>Success Criteria</b>	<b>RAG 1</b>	<b>RAG 2</b>	<b>RAG 3</b>
<b>Bridging curriculums are written and are in place</b>	MLT/ September	None	<ul style="list-style-type: none"> <li>- Changes to LTP show that staff are aware of the expectations in KS2 knowledge which may not have been met by Summer 2020.</li> </ul>			

			<ul style="list-style-type: none"> <li>- MTP give students opportunities to recap and retrieve knowledge from primary.</li> </ul>			
<b>Assessments are suitable for purpose</b>	SPS/ September	None	<ul style="list-style-type: none"> <li>- There is a comparable expectation across all subjects in terms of outcomes and attainment of Year 7 so that the assessments can be trusted for data validation.</li> </ul>			
<b>QLA of assessments to highlight misconceptions and enable staff to plan to redress them in the next unit of study where possible.</b>	MLT/ October	None	<ul style="list-style-type: none"> <li>- QLA exists for all subjects</li> <li>- Action plans off the back of the QLA are in place to facilitate further learning and teaching.</li> </ul>			
<b>Use of Intervention TA to run after school interventions where it is apparent a deficit appears in a specific skill area with more than one child.</b>	LDT/ October	TA salary (pt funded from CUF)	<ul style="list-style-type: none"> <li>- Students make progress in the identified areas showing progress in-class assessments as well as within intervention.</li> </ul>			
<b>Whole cohort view is utilised on testingforshools so that results are shared and next steps planned for.</b>	SPS/PVE by October		<ul style="list-style-type: none"> <li>- CAT results on G4S</li> <li>- Target grades set for Year 7</li> <li>- Students identified for interventions.</li> </ul>			



**Outcome 3: Plan and implement short, medium and long term catch up curriculum plans where a need has been identified.**

Actions	Who/When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<b>Retrieval practice CPL</b>	SPS/ October		<ul style="list-style-type: none"> <li>- All staff have an awareness of what retrieval practice looks like and strategies for its implementation.</li> </ul>			
<b>Retrieval practice is evidence in the majority of lessons learning walked.</b>	CLU/ December		<ul style="list-style-type: none"> <li>- Retrieval is planned into schemes of learning and is in every lesson.</li> <li>- - Students recall of key identified topics has improved and students can confidently use it in assessments</li> </ul>			
<b>Period 5 students identified ( 7-10) and Wednesday and Friday students ( Year 11) Identified and appropriate interventions planned.</b>	SPS/ October		<ul style="list-style-type: none"> <li>- Students attend sessions</li> <li>- Sessions are specific and supportive</li> <li>- Students close the skills gap.</li> </ul>			
<b>Intervention students tracked in mock examinations and feedback in lessons to assess progress within a particular skill.</b>	SPS/ On-going		<ul style="list-style-type: none"> <li>- Tracker shows students making progress</li> <li>- Students make progress in mocks compared with Sept baseline.</li> <li>- Students are only in intervention for a short period of time until staff are confident they have closed the gap.</li> </ul>			



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**Outcome 4: All students make rapid progress in their literacy so that they are making progress by Summer 2021.**

Actions	Who/When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
<b>NGRT tests for all year groups</b>	SPS/ Sept		<ul style="list-style-type: none"> <li>- Students complete the tests and all students have a reading age assigned to them Parents are aware of this as well as strategies they can use at home to support literacy.</li> <li>-</li> </ul>			
<b>Where identified reading interventions are in place.</b>	SPS/ On-Going		<ul style="list-style-type: none"> <li>- Students complete reading or Lexia to close the gap.</li> </ul>			
<b>Use of T4W strategies across the academy</b>	SPS		<ul style="list-style-type: none"> <li>- Schemes of learning show T4W opportunities planned and embedded.</li> <li>- Students books show these strategies being used.</li> </ul>			

**Outcome 5: CPD programme ensures quality frost teaching for all.**

Actions	Who/When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3
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**Outcome 6: Attendance rates,, specifically those amongst disadvantaged students, are at or above national figures for 2019-2020**

Actions	Who/When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3

**Outcome 7: Students demonstrate positive mental health and wellbeing and exceptional personal and social development.**

Actions	Who/ When	Cost	Success Criteria	RAG 1	RAG 2	RAG 3